**K-5 Math Lesson Plan**

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| **Teacher:**  **Raynor** | | | **Grade: 3** | | | **Date(s)**: Day 2 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How does place value understanding help me add and subtract within 1000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  **Play Money, Base 10 Blocks** | | | **Ones, Tens, Hundreds, Place Value** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NB.2** | | | | | |
| **I Can Statement(s): I can use place value to add and subtract within 1000.** | | | | | |
| **Activating Strategy/Hook:** **(How will students become cognitively engaged and focused?) Your grandma is a mathematician so she is always trying to trick you. She asks you if you want $351, $513, or $135.** | | | | | |
| **Teacher Directed:/Guided Practice:**  **1. Task 1**  **2. Teacher gives students 3 number tiles and students create the largest and smallest number. Teacher circulates and students defend answers. Teacher chooses students to model in front of the class with both correct and incorrect answers. Students critique solutions of others. Teachers hand out play money and base 10 blocks. Pairs of students model $175, $517, and $715. Students model using money and base 10 blocks. Students write numbers in order from least to greatest and greatest to least. Teacher leads conversation about how students figured out their solutions. Teacher guides students to the understanding that the largest place (hundreds) determines the greatest number.** | | | | | |
| **Independent Practice: Complete activating strategy using materials of choice.** | | | | | |
| **Closing/Summarizing Strategy: Students share solutions to independent practice with partners and come to a consensus about the solution. Students should be able to explain their thinking.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Order 4 or larger number** | | | **Order 2 or smaller numbers** | | | **Answer orally or in writing; Have another student interpret** |
| **Assessment(s):**  **Solutions to i.p.** | | | | | | |